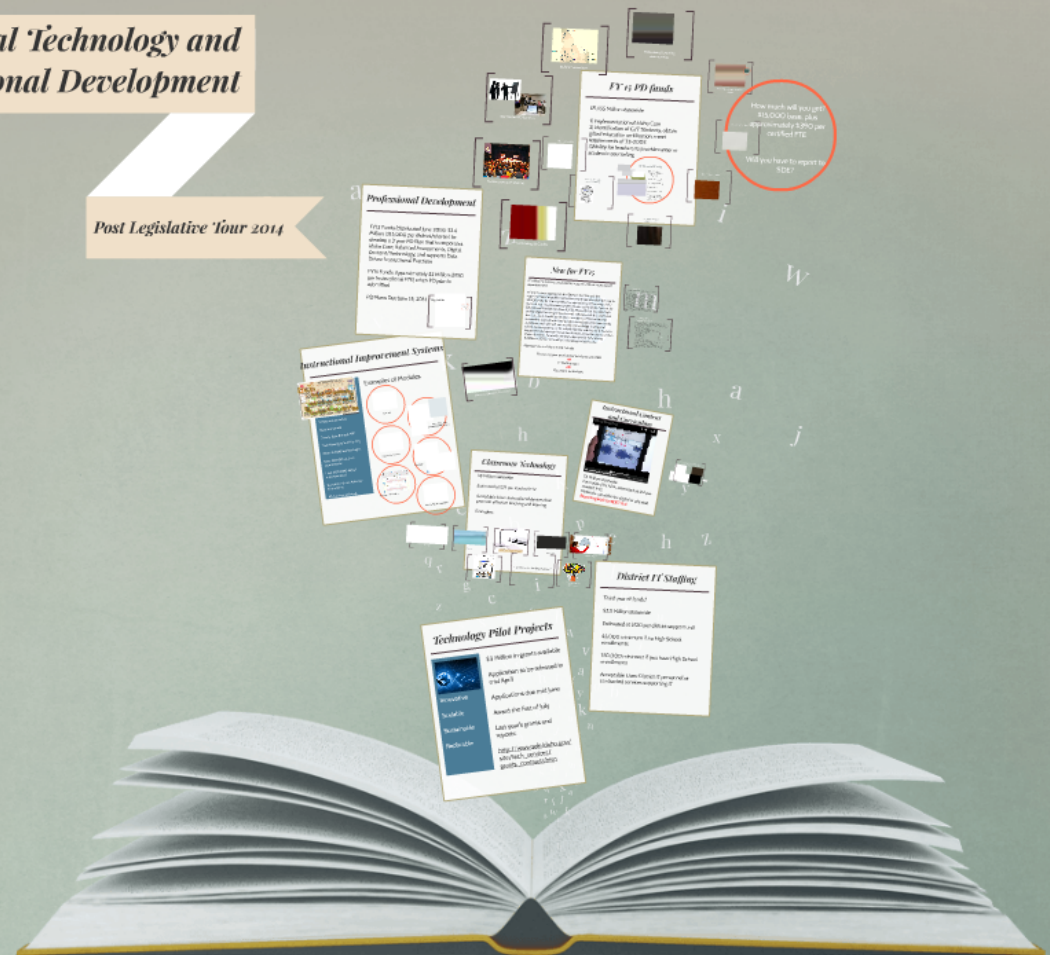


Instructional Technology and Professional Development

Post Legislative Tour 2014



Instructional Technology and Professional Development

Post Legislative Tour 2014

Professional Development

FY13 Funds (distributed in 2013): \$2.4 Million (\$15,000 per district) to develop a 2-year PD Plan that incorporates State Core, Student Assessment, Digital Content Technology and supports Data Driven Instruction Practices

FY14 Funds: Approximately \$3 Million (\$20 per teacher) PD Plan is submitted

PD Plan Due June 15, 2014

FY13 PD funds

\$9.455 Million statewide

1. Implementation of Idaho Core

2. Identification of G/T Students, certain gifted education qualifications, meet requirements of IS-2002

3. Ability for teachers to provide care or academic counseling

How much will you get?
\$15,000 base, plus approximately \$390 per certified FTE

Will you have to report to SDE?

New for FY13

Professional Development Plan (PDP) is required for all teachers and administrators

Teachers must submit a PDP to their district by June 15, 2014

Administrators must submit a PDP to their district by June 15, 2014

PDPs are used to track professional growth and development

Instructional Improvement Systems

Examples of Models

1. Instructional Improvement System (IIS) Model

2. Instructional Improvement System (IIS) Model

3. Instructional Improvement System (IIS) Model

4. Instructional Improvement System (IIS) Model

5. Instructional Improvement System (IIS) Model

Classroom Technology

\$1.5 Million statewide

Estimated at \$25 per student

Example: One Laptop Per Student (OLPS)

Instructional Content and Curriculum

\$1.5 Million statewide

Estimated at \$25 per student

Example: One Laptop Per Student (OLPS)

Technology Pilot Projects

\$3 Million in grants available

Application to be released in mid April

Applications due mid June

Award the first of July

Last year's grants and reports

<http://www.sdschools.org/sites/default/files/2013-06-10/2013-2014%20Grants%20Summary.pdf>

District IT Staffing

Structure of District

\$0.5 Million statewide

Estimated at \$100 per student per year

\$5,000 minimum per High School enrollment

\$10,000 minimum per post-high school enrollment

Acceptable Uses: District IT personnel or contracted services supporting IT

Instructional Technology and Professional Development

Post Legislative Tour 2014

Technology Pilot Projects



Innovative

Scalable

Sustainable

Replicable

\$3 Million in grants available

Application to be released in
mid April

Applications due mid June

Award the first of July

Last year's grants and
reports:

[http://www.sde.idaho.gov/
site/tech_services/
grants_contracts.htm](http://www.sde.idaho.gov/site/tech_services/grants_contracts.htm)

niro
g
\$2.5
Estima
\$5,000
enrollm
\$10,000
enrollmen
Acceptable
contracted



Other Instructional
Technologies

District IT Staffing

Third year of funds!

\$2.5 Million statewide

Estimated at \$120 per district support unit

\$5,000 minimum if no High School enrollments

\$10,000 minimum if you have High School enrollments

Acceptable Uses: District IT personnel or contracted services supporting IT

Classroom Technology

\$8 Million statewide

Estimated at \$29 per student k-12

Acceptable Uses: Instructional devices that promote effective teaching and learning

Examples:



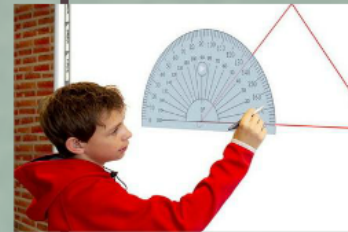
Tablets



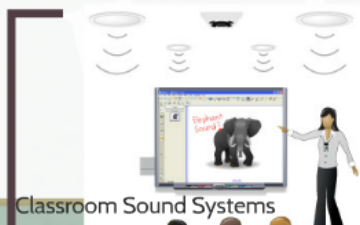
Projection Systems



Computers



Interactive Boards



Classroom Sound Systems

Cannot be used for digital resources





Laptops



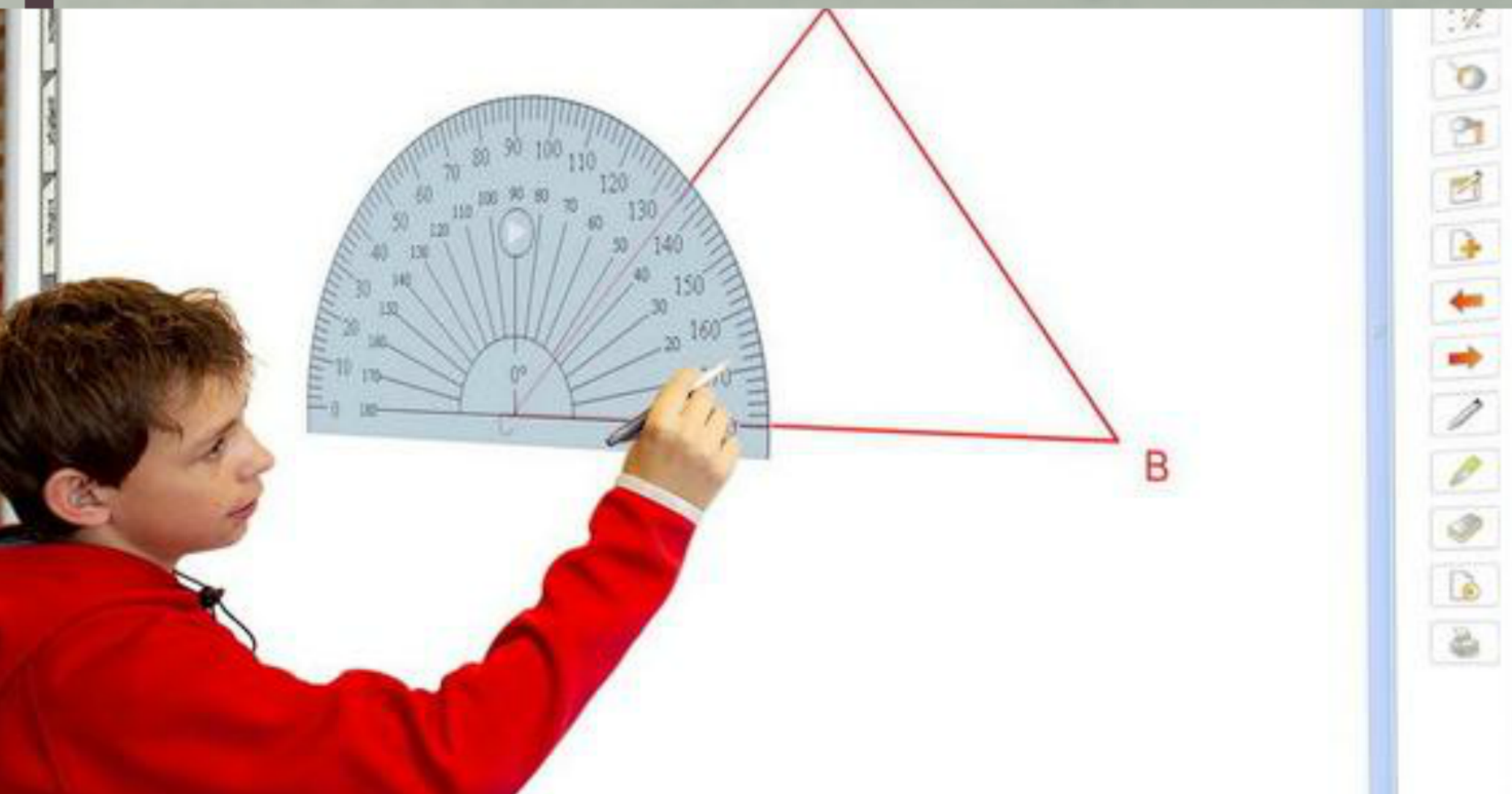
Tablets



Projection Systems



Computers



Interactive Boards



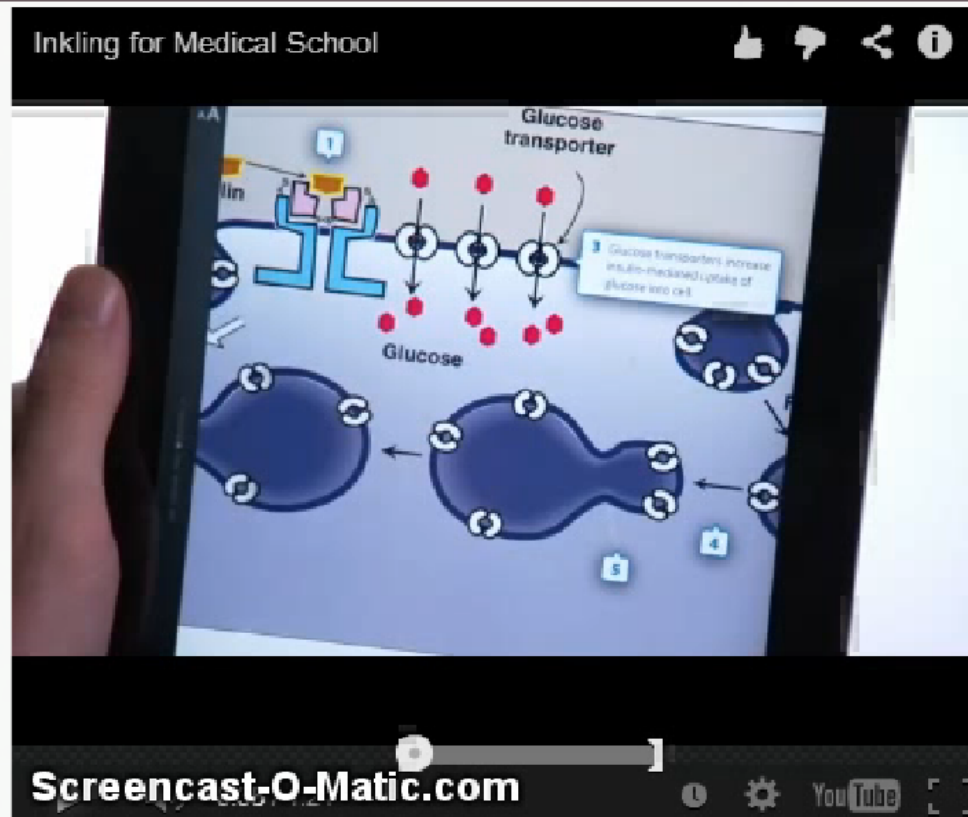
Classroom Sound Systems



Other Instructional Technologies

****Cannot be used for digital resources****

Instructional Content and Curriculum



\$4 Million statewide
Formulated by ADA, estimated at \$14 per
student k-12
Materials can either be digital or physical
Reporting back to SDE? Yes!



y

gy

ky

commons?



Creative Commons



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About CC0 — “No Rights Reserved”

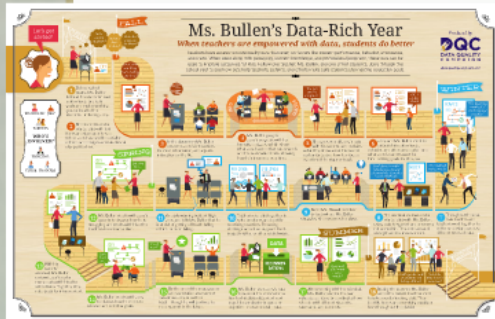


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<http://creativecommons.org/about/cc0>

Instructional Improvement Systems



Where we are today:

Data is accurate

Timely data through FFF

Transitioning to Self Hosting

Over 10,000 teacher logins

Over 50,000 student assessments

Over 600,000 digital resources used

Superintendents Advisory Committee

All trainings archived

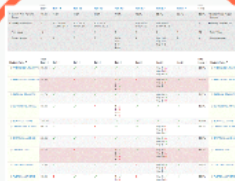
Examples of Modules



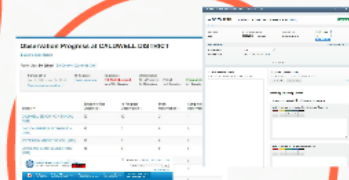
Outreach



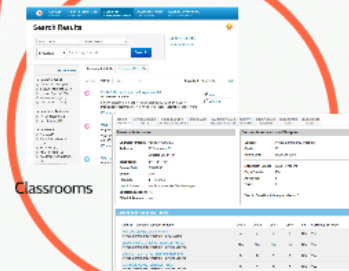
School and District Data



Assessment Administration



Teacher Evaluation
(statewide webinars April 17)



Classrooms



Educator Development Suite



Discovery Education Co

Classroom

\$8 Million statewide

Estimated at \$29 per

Acceptable Uses: Instr
promote effective tea

FALL

Ms. Bullen's Data-Rich Year

When teachers are empowered with data, students do better

Teachers have access to more quality data than ever, on factors like student performance, behavior, attendance, and more. When used along with pedagogy, content knowledge, and professional judgment, these data can be used to improve outcomes for kids. Follow one teacher, Ms. Bullen, and one of her students, Joey, through the school year to see how data help teachers, parents, and others make sure students are meeting education goals.

Produced by

DQC
DATA QUALITY
CAMPAIGN

dataqualitycampaign.org

Let's get started!

Who are my students?
What's their history?
How do I prepare for them?

What's the one thing that's holding Joey back?

MS. BULLEN JOEY

PARENTS

WHO'S INVOLVED?

PRINCIPAL

TUTOR TRAINERS

1 Before school starts, Ms. Bullen looks at her students' past performance and sets goals and makes working groups for all of her students—including Joey.

2 She connects performance data with test items and standards to see where Joey has excelled or fallen behind, and designs an instructional plan just for him.

SPRING

Let's try this.

12 Ms. Bullen meets with Joey's parents to discuss how he is struggling and works with his other teachers to prepare a plan.

11 An early warning system flags Joey and tells Ms. Bullen that he is at risk of getting off track, falling behind, or even failing.

13 With his parents' approval, Ms. Bullen reviews Joey's performance data with his after-school tutor. Together, they note areas for improvement.

14 Ms. Bullen meets with Joey to discuss how he needs to improve and set clear goals.

15 By the end of the year, grades and summative assessment data show Joey is back on track—though he will continue to need support in the future.

16 Ms. Bullen uses Joey's data to support her recommendation for his class placement next year. Her conclusion is based on objective—not anecdotal—data.

17 After meeting with her principal, Ms. Bullen studies her own value-added score and evaluates how she did with different students, standards, and concepts.

18 During the summer Ms. Bullen and other district teachers meet to solve problems using data. They identify trends and promising practices from throughout the district.

SUMMER

How well did I meet Joey's needs?

In 6th grade, 30% of students are falling off track. What do they have in common?

7 Throughout the year, data coaches and teachers work together to better understand and use different types of data.

8 The principal reviews performance data with Ms. Bullen, using data to support and empower, not admonish. They note areas of strength and for improvement.

9 Since Ms. Oswalt excels in an area where Ms. Bullen struggles, she observes her class.

10 Teachers use data together to solve problems and identify promising practices. Recurring meetings are set up by grade level, subject matter, or other useful ways.

5 She goes over all Joey's data with his parents, and explains what they show about his current performance and how he may do over time if he stays on track.

6 Joey and Ms. Bullen meet to discuss his performance, behavior, and attendance data—and what Joey's parents want for him—setting goals for the year.

4 Ms. Bullen gauges Joey's progress with her formative quizzes, which show what they learned that day or week, and her summative tests, showing how he's improved over time.

3 In the classroom Ms. Bullen observes Joey's interactions for more information, and adjusts instruction on the fly.

WINTER

This method not so much.

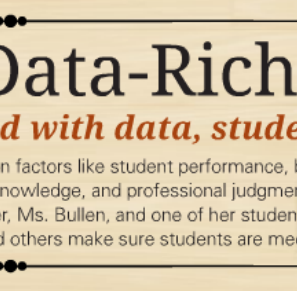
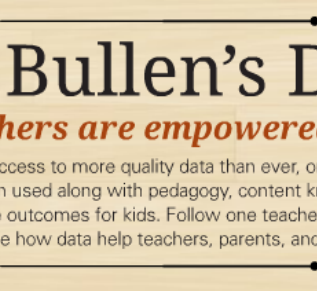
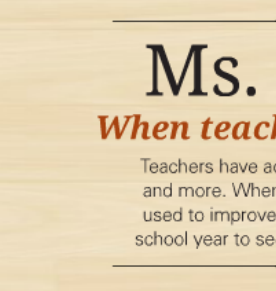
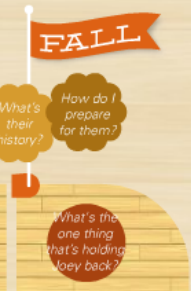
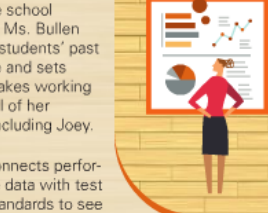
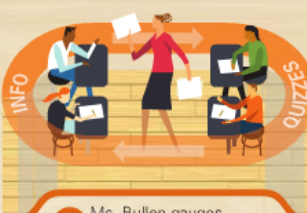
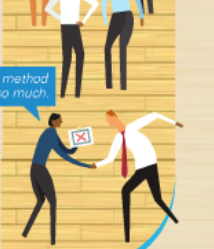
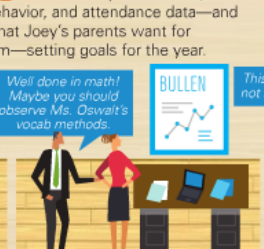
Well done in math! Maybe you should observe Ms. Oswalt's vocab methods.

How to: This teaching method is showing real success!

OK, I understand.

You can see his progress.

INFO QUIZZES



Outreach
Collaboration

School & District Data
Reports & Indicators

Classrooms
Rosters, Reports, Planners

Assessment Admin
Create & Monitor

Educator Development
Goals, Performance, PD

State of Idaho (999)

Go

TOOLS

Discussion Forums

Search

Print this Page

State of Idaho (999) Forums

You are here: **State of Idaho (999) Forums**

Results 1-7 of 7

Forum	Moderator	Topics	Posts	Last Post
Idaho Core Across The Content Areas Integrating Common Core across the content areas	Admin, Setup	3	3	3/4/2014 5:45 PM by: Cooper, Kevin
Idaho Core English Language Arts (ELA) Statewide professional learning community for discussion around Idaho Core English Language Arts (ELA).	Admin, Regular	3	3	3/4/2014 5:37 PM by: Cooper, Kevin
Assessment Statewide professional learning community for discussion around Assessments.	Admin, Regular	4	7	3/4/2014 5:46 PM by: Thomas Price, Nancy R.
Idaho Core Mathematics Statewide professional learning community for discussion around Idaho Core Mathematics.	Admin, Regular	3	3	3/4/2014 5:39 PM by: Cooper, Kevin
Educator Effectiveness Statewide professional learning community for discussion around Educator Effectiveness.	Admin, Regular	0	0	

Outreach

Observation P

[Back to State Report](#)

Report View: **By School** | By O

Spring 2014

Jan. 1, 2014 - Jun. 30, 2014

[Choose another window](#)

School ^

CALDWELL SENIOR HIGH SCHOOL
(0065)

CANYON SPRINGS ALT HIGH SCHOOL
(1090)

JEFFERSON MIDDLE SCHOOL

LEWIS AND CLARK ELEMENTARY
(0076)



IDAHO SYSTEM FOR EDUCATION
IDAHO STATE DEPARTMENT OF EDUCATION

Search Results

Select Subject

Select Grade

Materials

Type Keyword(s)

Search

[Go to My Materials](#)
[Pending Materials](#)

- Reset Filters
- Schoolnet (6,556)

Discovery (171,121)
- Material Types

Curricular Units (166)

Instructional Units (378)

Lesson Plans (1,036)

Assessments (207)

Resources (4,769)
- Intended Audience

For Educators (6,541)

For Students (15)
- Publisher

(blank) (9)

100% Educational Vid... (76)

342 CJSC (1)

ABC Australia (2)

Academic Media Netwo... (5)

Previous

Sort by Title

Results 1 - 10 of 6556

Next

LP

Probability: statistical and experimental

Mathematics, 06-07

Finding statistical and experimental probability using a variety of manipulative (spinner, two 1-6 numbered cubes, Valentine candy). Write

Preview

Save

Schedule

LP

"Bells"

English

Student a poem

Prev

R

"Cat in"

English

STUDENT OVERVIEW

STANDARDIZED TESTS

ENROLLMENT & ACADEMIC RECORD

PROGRAMS

LEARNING PLAN & TEACHER'S NOTES

GROWTH REPORTS

DISCIPLINARY INCIDENTS

BENCHMARK TESTS

CLASSROOM TESTS

Personal Information

Guardian / Parent:

Abbott, VICTORIA

Address:

65 Schoolnet Rd

Edustat, SN 11111

Telephone:

111-111-1111

Date of Birth:

5/14/2000

Gender:

Male

Ethnicity:

4 - Hispanic

Lunch Status:

Not Economically Disadvantaged

Special Education:

No

Gifted & Talented:

No

Current Attendance and Discipline

School:

Alyssa Bohuslar Elementary

Grade:

03

Homeroom:

Bryant, Brooke

Enrollment Dates:

08/25 - Present

Days Enrolled:

184

Absences:

1

Tardy:

0

Year to Date Disciplinary Incidents:

0

Current Year Academic Record						
Course - Section / School • Teacher	Cyc 1	Cyc 2	Cyc 3	Cyc 4	Fin	Currently Enrolled
ART GR3 (6903) Lee:05: Prd 01 Alyssa Bohuslar Elementary • Lee, Aubrie	A	A	A	A	N/A	Yes
ELEM ATTEND 03 (9513) Bryant:05: Prd 02 Alyssa Bohuslar Elementary • Bryant, Brooke	N/A	N/A	N/A	N/A	N/A	Yes
LANG ARTS GR 3 (1013) Bryant:05: Prd 01 Alyssa Bohuslar Elementary • Bryant, Brooke	B	B	C	B	N/A	Yes
MATH GR 3 (2013) Bryant:05: Prd 01 Alyssa Bohuslar Elementary • Bryant, Brooke	B	C	B	B	N/A	Yes

Classrooms

Classroom

Section-Wide Percent Correct	Score	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Score	Section-Wide Percent Correct
69.8%	75.0%	58.3%	58.3%	58.3%	71.9%	79.2%	65.3%	63.3%	69.8%	69.8%
Primary Standard ID	-	SOC 6-12.6-12.USH.1.2.1.1	SOC 6-8.6-9.GWH.2.1.3	SOC 6-8.6-9.WHC.3.2.2		SOC 6-8.6-9.GEH.2.2.3	SOC 6-8.6-9.WHC.5.1.3		-	Primary Standard ID
Point Value	12	1	1	1	4	1	3	1	12	Point Value
Correct Answer	-	B	C	B	1 - D 2 - C 3 - B 4 - A	A	Gap 1 - C Gap 2 - C Gap 3 - B	B	-	Correct Answer

Student Name	Total Score	Sort	Sort	Sort	Sort	Sort	Sort	Sort	Total Score	Student Name
ANDREASEN, MADISYN	83.3%	✓	✓	✓	✓	✓	Gap 1 - A Gap 2 - B Gap 3 - ✓	✓	83.3%	ANDREASEN, MADISYN
ARMSTRONG, BRAXTON	50.0%	D	B	✓	1 - ✓ 2 - A 3 - ✓ 4 - C	B	Gap 1 - ✓ Gap 2 - B Gap 3 - ✓	✓	50.0%	ARMSTRONG, BRAXTON
BARRON, BRANDON	91.7%	✓	✓	✓	✓	✓	Gap 1 - ✓ Gap 2 - ✓ Gap 3 - C	✓	91.7%	BARRON, BRANDON
BERTOLETTE, ANGEL	58.3%	✓	✓	A	1 - A 2 - B 3 - C 4 - D	✓	✓	✓	58.3%	BERTOLETTE, ANGEL
BONACCI, JANAE	100.0%	✓	✓	✓	✓	✓	✓	✓	100.0%	BONACCI, JANAE
CANINGTON, SUSAN	66.7%	✓	D	A	✓	✓	Gap 1 - B Gap 2 - B Gap 3 - ✓	✓	66.7%	CANINGTON, SUSAN
CANTRELL, ADDISON	83.3%	✓	✓	A	✓	✓	Gap 1 - A Gap 2 - ✓ Gap 3 - ✓	✓	83.3%	CANTRELL, ADDISON
CASTRO, LUIS	41.7%	✓	B	D	1 - ✓ 2 - ✓ 3 - A 4 - B	✓	Gap 1 - A Gap 2 - A Gap 3 - C	✓	41.7%	CASTRO, LUIS
CLELLAND, HILDA	75.0%	✓	D	✓	✓	C	Gap 1 - ✓ Gap 2 - B Gap 3 - ✓	✓	75.0%	CLELLAND, HILDA
FLORES, ANTHONIE	58.3%	C	✓	✓	1 - ✓ 2 - B 3 - C	B	Gap 1 - ✓ Gap 2 - B Gap 3 - ✓	✓	58.3%	FLORES, ANTHONIE

Assessment Administration

N, BRANDON
LETTE, ANGEL
CI, JANAE
OTON, SUSAN
ELL, ADDISON
D, LUIS
ND, HILDA
S, ANTHONIE

Find a Student

Outreach Collaboration | **School & District Data** Reports & Indicators | **Classrooms** Rosters, Reports, Planners | **Assessment Admin** Create & Monitor | **Educator Development** Goals, Performance, PD

PD Search

Keyword Search

Content Area Grade

Search by Keyword or ID

Browse by: [Calendar](#) [In-Person Activities \(51\)](#) [Online Activities \(15\)](#) [Resources \(6\)](#)

Search by Standards

Planning and Preparation	The Classroom Environment	Instruction	Professional Responsibilities
<input type="checkbox"/> 1a (2)	<input type="checkbox"/> 2a (1)	<input type="checkbox"/> 3a (3)	<input type="checkbox"/> 4a (0)
<input type="checkbox"/> 1b (2)	<input type="checkbox"/> 2b (3)	<input type="checkbox"/> 3b (3)	<input type="checkbox"/> 4b (0)
<input type="checkbox"/> 1c (3)	<input type="checkbox"/> 2c (0)	<input type="checkbox"/> 3c (3)	<input type="checkbox"/> 4c (0)
<input type="checkbox"/> 1d (2)	<input type="checkbox"/> 2d (0)	<input type="checkbox"/> 3d (6)	<input type="checkbox"/> 4d (1)
<input type="checkbox"/> 1e (3)	<input type="checkbox"/> 2e (0)	<input type="checkbox"/> 3e (1)	<input type="checkbox"/> 4e (1)
<input type="checkbox"/> 1f (4)			<input type="checkbox"/> 4f (0)

Educator Development Suite

Observation Progress at CALDWELL DISTRICT

[Back to State Report](#)

Report View: [By School](#) | [By Observer \(Caseload Only\)](#)

Spring 2014

Jan. 1, 2014 - Jun. 30, 2014

[Choose another window](#)

11 Schools

[Filter by school type](#)

Educators

298 Not Observed

out of 304 Educators

Observation

12 In Progress

for 6 Educators

2 Draft

for 2 Educators

1 Complete

for 1 Educator

School ^	Educators Not Observed	In-Progress Observation	Draft Observation	Complete Observation
CALDWELL SENIOR HIGH SCHOOL (0065)	52	12	2	1
CANYON SPRINGS ALT HIGH SCH (1090)	33	0	0	0
JEFFERSON MIDDLE SCHOOL (0064)	38	0	0	0
LEWIS AND CLARK ELEMENTARY (0076)	24	0	0	0



IDAH0 SYSTEM FOR EDUCATIONAL EXCELLENCE
IDAH0 STATE DEPARTMENT OF EDUCATION

CEMO

Welcome, Jeff | [Sign Out](#) | [My Account](#) | [Help](#)

Find a Student

User Management



Outreach
Collaboration



School & District Data
Reports & Indicators



Classroom
Rosters, Reports, Plans



Assessment Admin
Overview & Monitor



Educator Development
Goals, Performance, PD

[Back to Previous Page](#)

Observation Report for SPENCER BARTON

[Single](#) [Year-to-Date Summary](#)

Date Conducted

Mar. 5, 2014 - Spring 2014

Observer

M. Sumatt F. - Leadership
Walkthrough

Overall Score

3.3 Distinguished

[Additional Details](#)

Domain / Indicator / Subskill Score (1-4) Comments

PLANNING AND PREPARATION

Demonstrating Knowledge Of Content And Pedagogy

[Search for PD](#)

1a.1: Knowledge of content and the structure of discipline

[Search for PD](#)

1a.2: Knowledge of prerequisite relationships

[Search for PD](#)

1a.3: Knowledge of content - related pedagogy

[Search for PD](#)

Demonstrating Knowledge Of Students

[Search for PD](#)

1b.1: Knowledge of child and adolescent development

[Search for PD](#)

1b.2: Knowledge of the learning process

[Search for PD](#)

CALDWELL SENIOR HIGH SCHOOL (0065) | Observation Form

Help CLOSE

ALONZO, LEAH Teacher at CALDWELL SENIOR HIGH SCHOOL (0065) [In Progress](#)

Details ^

Observed By

Church, Jeff (Leadership)

Observation Type

Walkthrough

Full

Partial

Walkthrough

Date

03/28/2014

Spring 2014

Post-Obs. Conference

Classroom Context

None

Teacher's Section

None

Teacher's Courses

Chemistry/Pottery (Gr. 9-12) more

Hide Details

Scripting Notebook

Your notes will not display in the shared report.

His Scores and Comments

Once shared, your entries will be visible to others.

Share Draft Submit Final Save

Planning And Preparation

Demonstrating Knowledge Of Content And Pedagogy

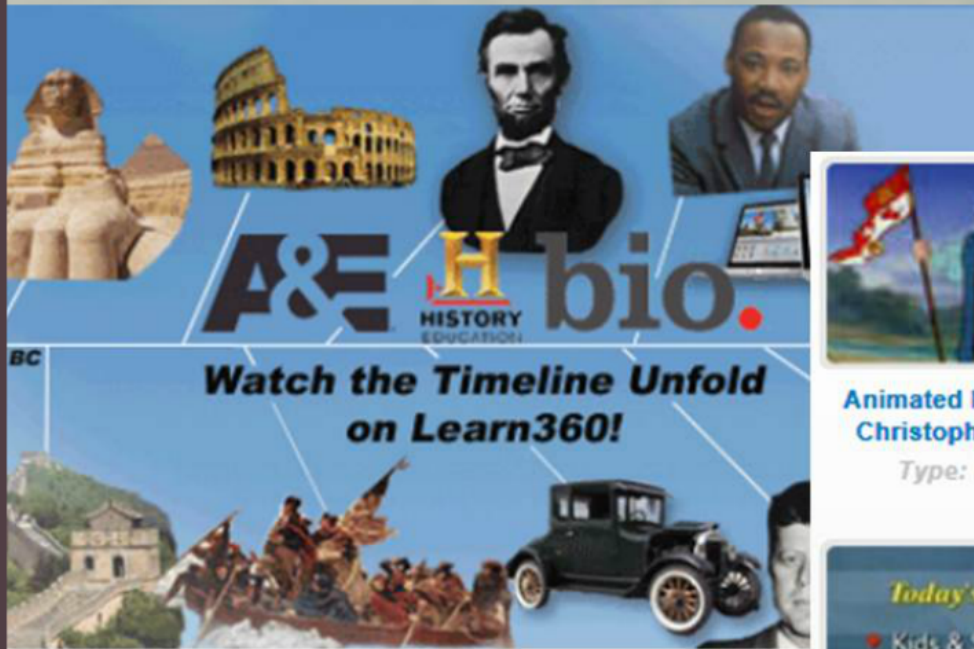
1a.1: Knowledge of content and the structure of discipline

1 2 3 4 N/A

1a.2: Knowledge of prerequisite relationships

1 2 3 4 N/A

Teacher Evaluation
(statewide webinars April 17)



**Animated Hero Classics:
Christopher Columbus**

Type: Full Video



**The Magic School Bus:
Takes a Dive**

Type: Full Video



**Great White Shark
Opening Mouth**

Type: Image



SEARCH

Curriculum Standards Search

Advanced Search



My DE Services ▾

My Content

Builder Tools ▾

Classroom Manager ▾

Teacher Center

SmartStart: MyPyramid
(Spanish Version)

Discovery Education Continues!

New for FY15

\$2 Million to districts calculated by support units on salary based apportionment.

Of the moneys appropriated in Section 3 of this act, the superintendent of public instruction may expend or distribute up to \$4,500,000 for the maintenance, operation and licensing of the instructional improvement system known as the Idaho System for Educational Excellence Phase II (ISEE Phase II) that includes high quality digital learning resources and software linked to state and local curricula, model lesson plans, content and formative and summative assessments tied to rigorous college and career-ready standards, and safe and secure online knowledge sharing and collaboration systems; or for school districts and charter schools to implement and operate instructional improvement systems of their choice that interface with the Idaho System for Educational Excellence (ISEE); or for other technology-related costs.

Allowable Uses of these funds include:

Purchasing your own IIS that interfaces with ISEE

OR

IT Staffing costs

OR

Classroom Technology

What is an IIS?

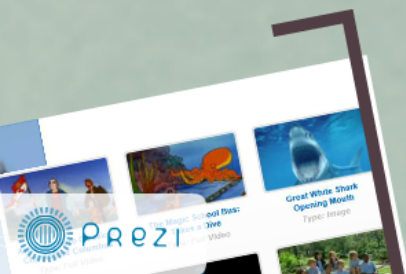
<http://www2.ed.gov/programs/racetothetop/executive-summary.ppt>

Instructional improvement systems means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and **actionable data to systematically manage** continuous instructional improvement, including such activities as: **instructional planning**; gathering information (e.g., through formative assessments (as defined in this notice), **interim assessments** (as defined in this notice), summative assessments, and looking at **student work** and other student data); **analyzing** information with the support of rapid-time (as defined in this notice) reporting; using this information to **inform decisions on appropriate next instructional steps**; and **evaluating the effectiveness of the actions** taken. Such systems promote **collaborative** problem-solving and action planning; they must also **integrate instructional data with student-level data** such as attendance, discipline, grades, credit accumulation, and student survey results to provide **early warning indicators** of a student's risk of educational failure.

What does "interface" mean?

To interface with ISEE in accordance with this act, the system must have the capability to bi-laterally interface with ISEE Phase I. The interface will include:

- Student Demographic Information
 - o General Demographics including student entry/exit into district, school, and course completion and grades
- Student Program Participation
 - o Special Education
 - o Bus Ridership
 - o Gifted and Talented
 - o Eight in six
 - o Gear-up and other
- Student Course Enrollment information
 - o Ties teacher to student in specific class
 - o Provider of instruction (if not in base assignment)
- Staff Demographic and Assignment Information
 - o Including which courses and periods
 - o Staff qualifications such as certified
- Test data



\$2 million to districts calculated by support units on salary based apportionment.

Of the moneys appropriated in Section 3 of this act, the superintendent of public instruction may expend or distribute up to \$4,500,000 for the maintenance, operation and licensing of the instructional improvement system known as the Idaho System for Educational Excellence Phase II (ISEE Phase II) that includes high quality digital learning resources and software linked to state and local curricula, model lesson plans, content and formative and summative assessments tied to rigorous college and career-ready standards, and safe and secure online knowledge sharing and collaboration systems; or for school districts and charter schools to implement and operate instructional improvement systems of their choice that interface with the Idaho System for Educational Excellence (ISEE); or for other technology-related costs.

Allowable Uses of these funds include:

What is an IIS?

<http://www2.ed.gov/programs/racetothetop/executive-summary.pdf>

Instructional improvement systems means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and **actionable data to systemically manage** continuous instructional improvement, including such activities as: **instructional planning**; gathering information (e.g., through **formative assessments** (as defined in this notice), **interim assessments** (as defined in this notice), summative assessments, and looking at **student work** and other student data); **analyzing** information with the support of rapid-time (as defined in this notice) reporting; using this information to **inform decisions on appropriate next instructional steps**; and **evaluating the effectiveness of the actions** taken. Such systems promote **collaborative** problem-solving and action planning; they may also **integrate instructional data with student-level data** such as attendance, discipline, grades, credit accumulation, and student survey results to provide **early warning indicators** of a student's risk of educational failure.

What does "interface" mean?

To interface with ISEE in accordance with the intent language in HB643, the system must have the capability to bi-laterally communicate with the SDE data system or ISEE Phase I. The interface will connect the student digital backpack which includes:

- Student Demographic Information
 - o General Demographics including sub-group information
 - o Including entry/exit into district, school and courses
 - o Course completion and grades
- Student Program Participation
 - o Special Education
 - o Bus Ridership
 - o Gifted and Talented
 - o Eight in six
 - o Gear-up and other
- Student Course Enrollment information
 - o Ties teacher to student in specific classes and period of instruction
 - o Provider of instruction (if not in base district)
- Staff Demographic and Assignment Information
 - o Including which courses and periods of instruction are provided
 - o Staff qualifications such as certified or non-certified (a proctor)
- Test data

\$2,000,000

Approximately \$135 per support unit

Be prepared to report to SDE how you've spent these funds...

1) IIS that interfaced with ISEE
2) IT Staffing
3) Classroom Technology

\$2,000,000

Approximately \$135 per support unit

Be prepared to report to SDE how you've spent these funds...

- 1) IIS that interfaced with ISEE
- 2) IT Staffing
- 3) Classroom Technology

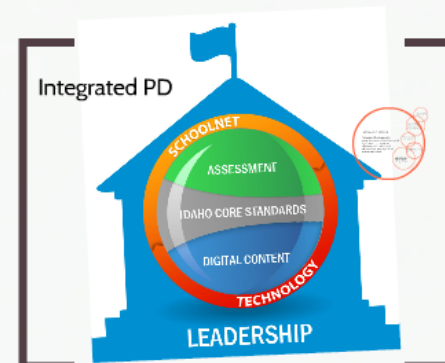
a

Professional Development

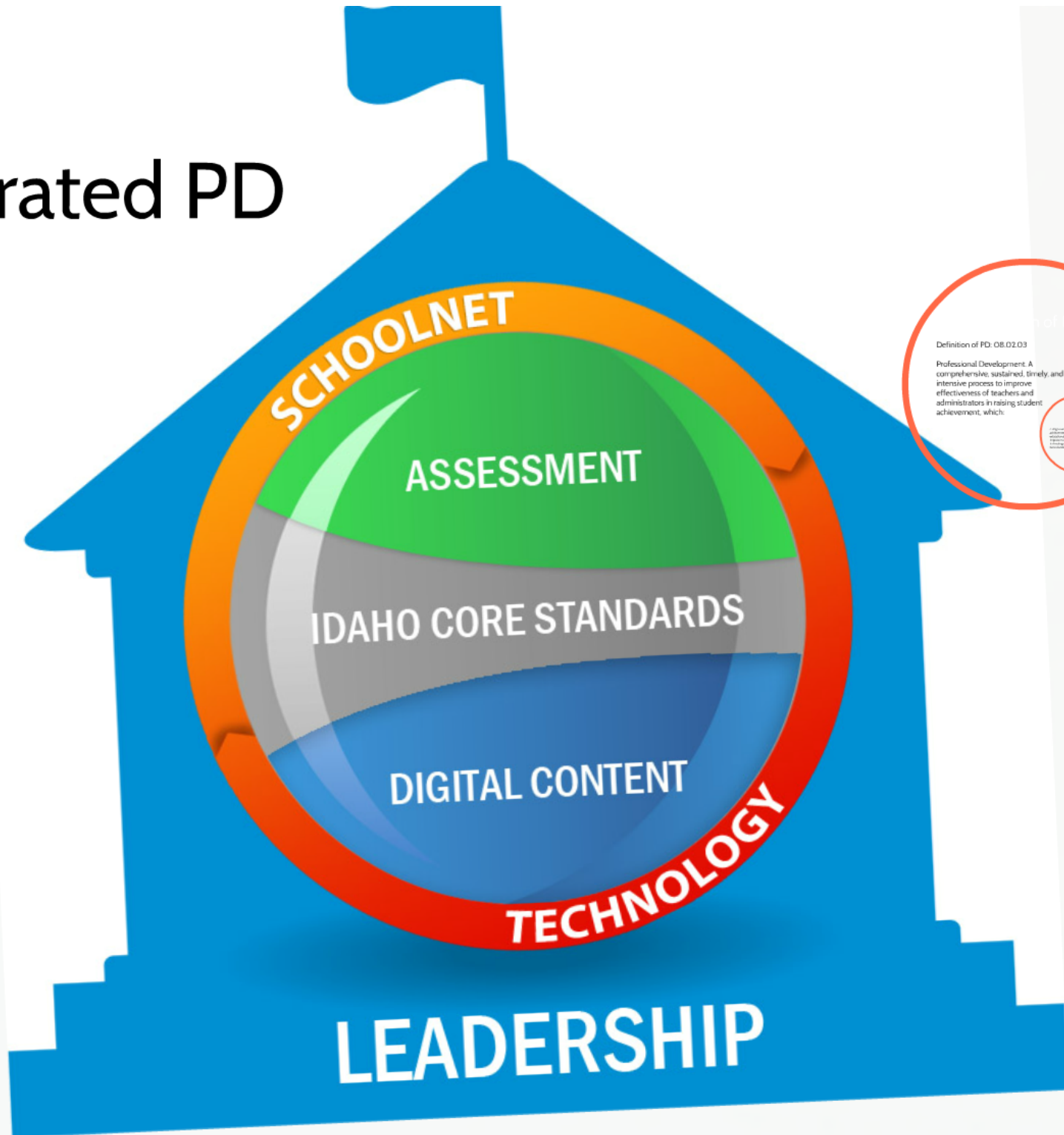
FY13 Funds (distributed June 2013): \$2.4 Million (\$15,000 per district/charter) to develop a 3 year PD Plan that incorporates Idaho Core, Balanced Assessments, Digital Content/Technology, and supports Data Driven Instructional Practices

FY14 Funds: Approximately \$3 Million (\$150 per Instructional FTE) when PD plan is submitted

PD Plans Due June 15, 2014



Integrated PD



Definition of PD: 08.02.03

Professional Development: A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which:



Definition of PD: 08.02.03

Professional Development. A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which:

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Idaho Core standards.

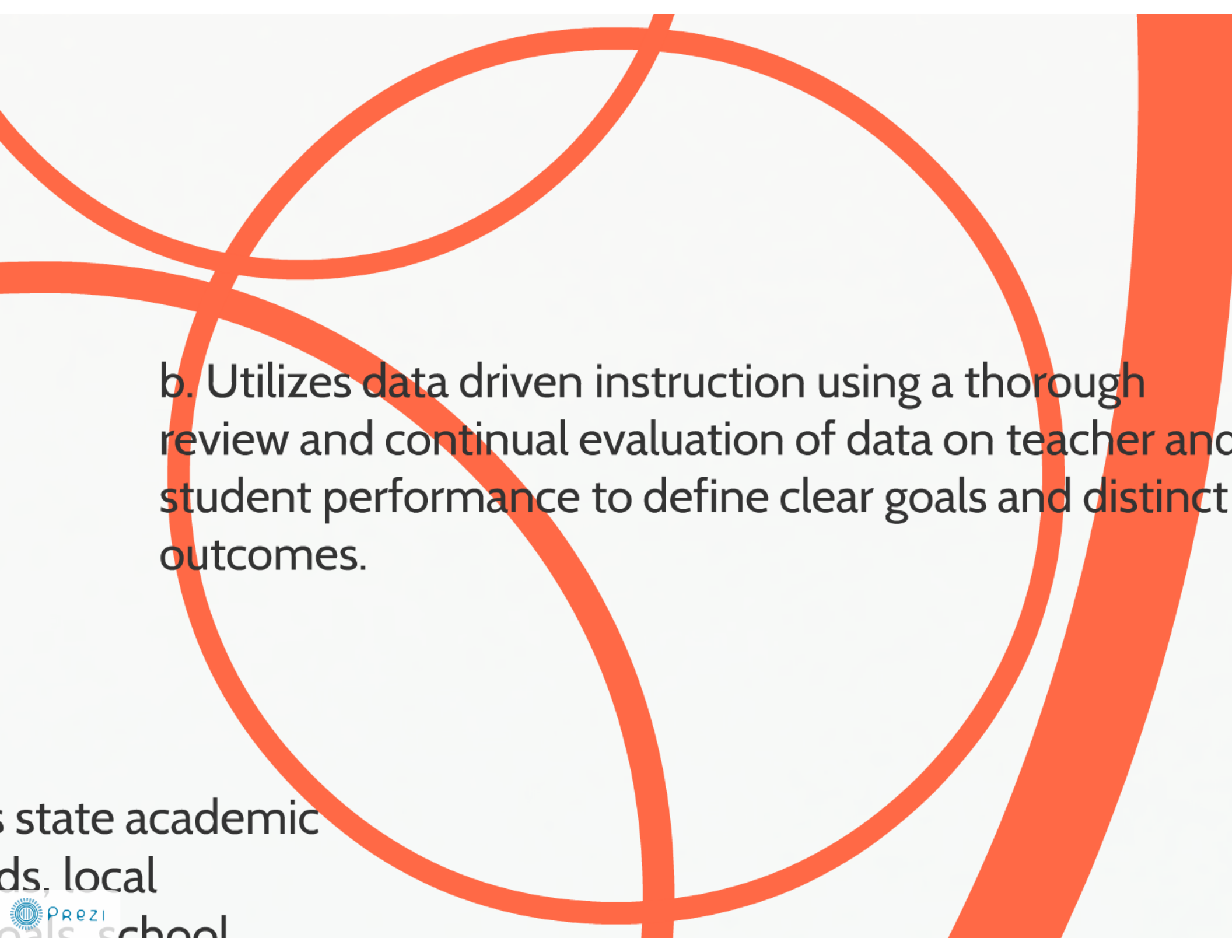
b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes.

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators.

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources.

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community.

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Idaho Core standards.

The background features several large, thick, orange curved lines and arcs that overlap and intersect, creating a dynamic, abstract pattern. These shapes are set against a light gray background.


b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes.

d

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators.

community.

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources.

The background features large, thick, orange geometric shapes. A large circle is positioned in the upper right, and a thick diagonal line crosses from the bottom left towards the center. These shapes overlap and frame the central text.

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community.

FY 15 PD funds

\$9.455 Million statewide

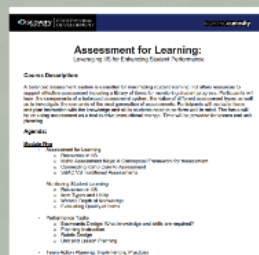
- 1) Implementation of Idaho Core
- 2) Identification of G/T Students, obtain gifted education certification, meet requirements of 33-2003
- 3) Ability for teachers to provide career or academic counseling



Peer Mentoring & Teacher Leaders



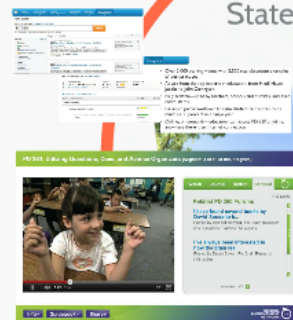
Discovery Modules



Teacher Professional Development Days



State Level Efforts



Idaho Core Coaches
www.sde.idaho.gov/site/common/

Regional Core Leads

Discovery Ed Trainings

Data Coaches

Assessment Coaches

School Improvement
Network digital resources
in Schoolnet

Collaborative Learning

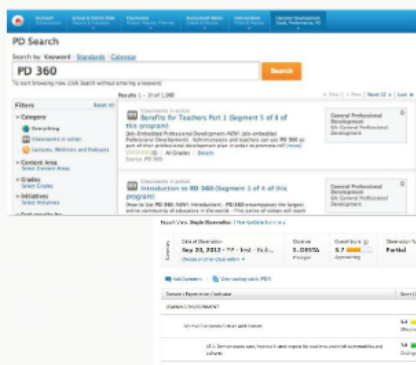


Instructional Coaches



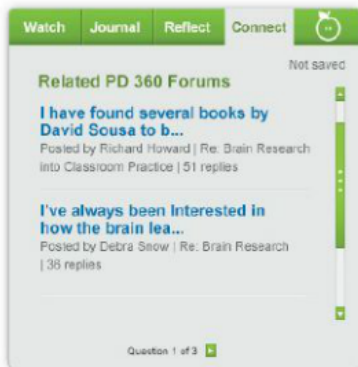
Recurring Training or
Reflection Time

State Level Efforts



- Over 2,000 training videos with 3,500 real classroom examples of best practices
- Advice from the top experts in education, from Heidi Hayes Jacobs to John Covington
- Fully scalable—used by teachers, schools and districts, and even entire states
- Research proven—shown to raise student test scores by as much as 30 percent in a single year
- Online, on demand—educators can access PD 360 anytime, anywhere there is an internet connection

PD 360: Utilizing Questions, Cues, and Advance Organizers (Segment 3 of 10 of this program)



Idaho Core Coaches
www.sde.idaho.gov/site/common/

Regional Core Leads

Discovery Ed Trainings

Data Coaches

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...rooms in action

Benefits for Teachers Part 1 (Segment 5 of 8 of ...gram)

...dded Professional Development-NEW!: Job-embedded ...al Development). Administrators and teachers can use PD 360 as ...ir professional development plan in order to promote refl [more]

(0) | All Grades | Details

360

General Professional Development
6A: General Professional Development

Educator Development
Goals, Performance, PD

...rooms in action

Introduction to PD 360 (Segment 1 of 4 of this ...n)

...e PD 360-NEW!: Introduction), PD 360 encompasses the largest ...community of educators in the world. -This series of videos will teach

General Professional Development
6A: General Professional Development

Report View: **Single Observation** | [Year-to-Date Summary](#)

Summary	Date of Observation	Observer	Overall Score	Observation Type
	Sep 20, 2012 - YP - Test - Rub...	S. DESTA	3.7	Partial
	Choose another observation	Principal	Approaching	

Add Comment | View scoring rubric (PDF)

Domain / Expectation / Indicator	Score (1-7)	Observer C
LEARNING ENVIRONMENT		
Positive Classroom Culture And Climate	5.3 Effective	
LE 1: Demonstrates care, interest in and respect for students and their communities and cultures	7.0 Distinguished	

- Over 2,000 of best prac
- Advice from Jacobs to Job
- Fully scalable entire states
- Research pro much as 30
- Online, on d anywhere th

PD 360: Utilizing Questions, Cues, and Advance Organizers (Segment 3 of 10 of this program)



[Watch](#) [Journal](#) [Reflect](#) [Connect](#)

Not saved

Related PD 360 Forums

I have found several books by David Sousa to b...
Posted by Richard Howard | Re: Brain Research into Classroom Practice | 51 replies

I've always been Interested in how the brain lea...
Posted by Debra Snow | Re: Brain Research | 36 replies

Question 1 of 3

[Info](#)

[Guidebook](#)

[Share](#)

Discovery Modules



PROFESSIONAL
DEVELOPMENT

INSPIRING curiosity

Assessment for Learning:

Leveraging IIS for Enhancing Student Performance

Course Description:

A balanced assessment system is essential for maximizing student learning. IIS offers resources to support effective assessment including a library of items for monitoring student progress. Participants will learn the components of a balanced assessment system, the value of different assessment types as well as to investigate the demands of the next generation of assessments. Participants will evaluate items and plan instruction with the knowledge and skills students need to perform well in mind. The focus will be on using assessment as a tool to drive instructional change. Time will be provided for lesson and unit planning.

Agenda:

Module Five

- Assessment for Learning
 - o Resources in IIS
 - o Idaho Assessment Keys: A Conceptual Framework for Assessment
 - o Connecting Idaho Core to Assessment
 - o SBAC VS Traditional Assessments
- Monitoring Student Learning
 - o Resources in IIS
 - o Item Types and Utility
 - o Webb's Depth of Knowledge
 - o Evaluating Quality of Items
- Performance Tasks
 - o Backwards Design: What knowledge and skills are required?
 - o Planning Instruction
 - o Rubric Design
 - o Unit and Lesson Planning
- Team Action Planning: Implementing Practices

Teacher Professional Development Days



Recurring Training or Reflection Time



Collaborative Learning



Instructional Coaches

app





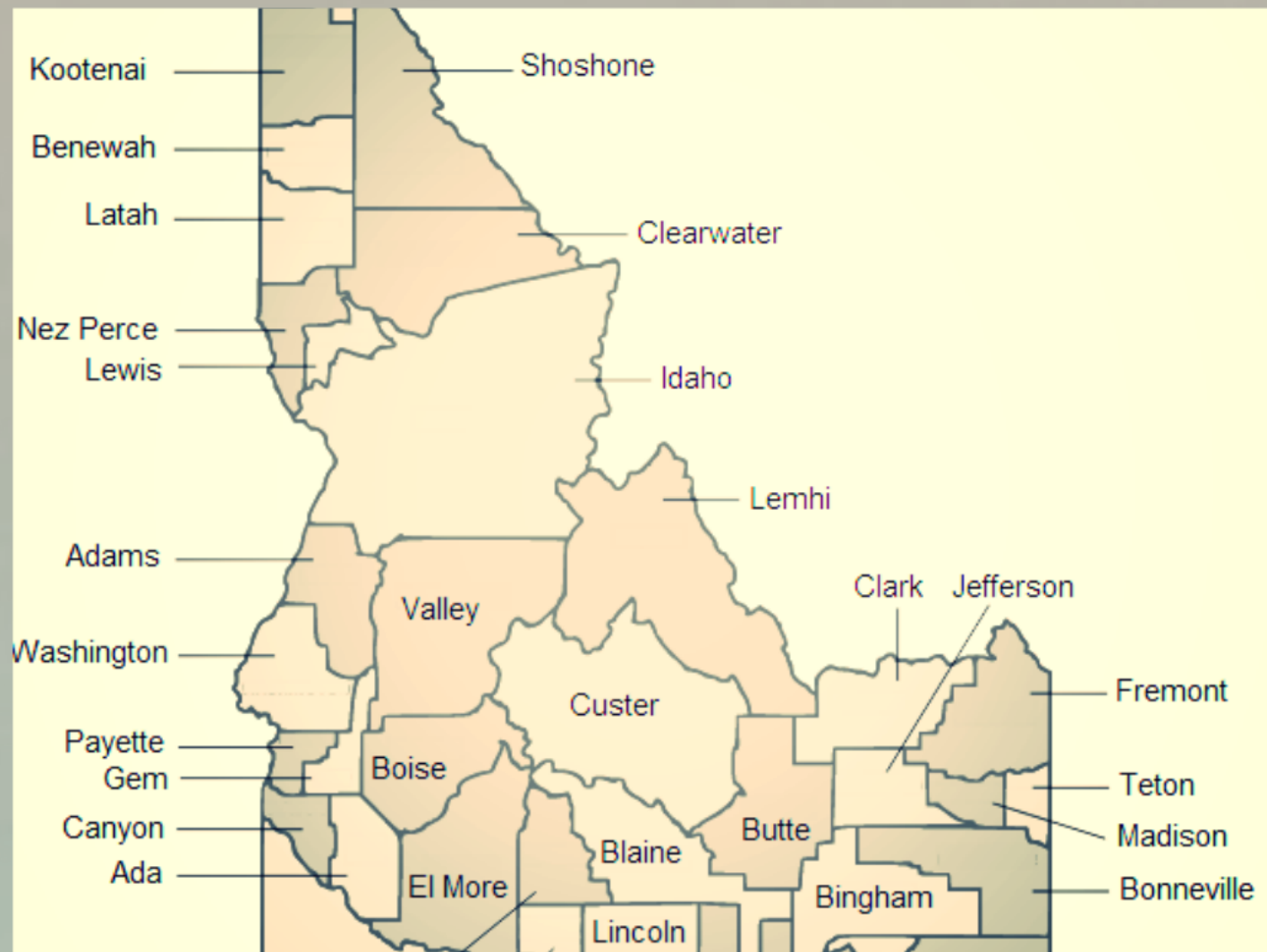
Peer Mentoring & Teacher Leaders



Use your Leadership Awards!



Professional Learning Communities



Build a Consortium



Contracted PD Services



Conferences and Sharing

CONTINUING EDUCATION

Continuing Ed Credits



Peer Mentoring & Teacher Leaders

Instructional Coaches



How much will you get?
\$15,000 base, plus
approximately \$390 per
certified FTE

Will you have to report to
SDE?

Collaborative Learning



Instructional Technology and Professional Development

Post Legislative Tour 2014

Professional Development

FY13 Funds (distributed in FY2013) \$2.4 Million (\$15,000 per district) to develop a 2-year PD Plan that incorporates State Core, Student Assessment, Digital Content Technology and supports Data Driven Instruction Practices

FY14 Funds Approximately \$3 Million (\$20 per teacher) PD Plan is submitted

PD Plan Due June 15, 2014

FY13 PD funds

\$9.455 Million statewide

1. Implementation of State Core

2. Identification of G/T Students, certain gifted education qualifications, meet requirements of 89-2002

3. Ability for teachers to provide care or academic counseling

How much will you get?
\$15,000 base, plus approximately \$390 per certified FTE

Will you have to report to SDE?

New for FY13

Professional Development Plan (PD Plan) is required for all districts starting in FY13. The plan must be submitted to the State Department of Education (SDE) by June 15, 2014. The plan must include information on the following:

- 1. Identification of G/T Students, certain gifted education qualifications, meet requirements of 89-2002
- 2. Ability for teachers to provide care or academic counseling

Instructional Improvement Systems

Examples of Models



Classroom Technology

\$1.5 Million statewide

Estimated at \$20 per teacher

Example: Alameda County Office of Education

Instructional Content and Curriculum

\$1.5 Million statewide

Estimated at \$20 per teacher

Example: Alameda County Office of Education

Technology Pilot Projects

\$3 Million in grants available

Application to be released in mid April

Applications due mid June

Award the first of July

Last year's grants and reports

http://www.sdsdschools.org/sites/default/files/2013/06/20/2013-2014_TPP_Application_Form.pdf

District PI Staffing

Structure of Field

\$0.5 Million statewide

Estimated at \$100 per district representative

\$5,000 minimum for High School employees

\$10,000 minimum for post-high school employees

Acceptable Uses District PI personnel or contracted services supporting PI